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ABSTRACT

This document reports on the efforts of the South Carolina State Department of Education to develop a comprehensive educational planning capability. An assessment model and a dynamic model were developed to help in the identification of educational needs and in the evaluation of public education in the State. The assessment model relates instructional program areas to population, program, and student characteristics through the use of an educational evaluation matrix. In several instructional areas, criterion measures are compared with status measures to identify discrepancies. On the basis of these discrepancies, educational needs are established. The dynamic model is a framework to assess and direct educational change. After a review of assessment study results, the dynamic model is employed to give priority rankings to identified needs. The document examines the channels for decisionmaking in the planning process and presents a flow chart for developing program documents. Major participants in the planning process include the State board of education, the State superintendent of education, the superintendent's executive planning committee, and the office of planning. (Author/DN)

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A PLANNING MODEL FOR OPERATIONALIZING LONG-RANGE EDUCATIONAL OBJECTIVES

Developed By

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August, 1971

EA 003 659

FOREWORD

It is gratifying that the formal planning capability of the South Carolina Department of Education has matured rapidly and is functioning productively. All who have shared in establishing and developing this capability have performed in highly commendable fashion.

The need for planning and for the development of competencies and techniques to accomplish it have been a foremost concern of mine during my tenure as State Superintendent of Education. Cognizant as we are of the pressures for continual improvement in education and the very obvious realities of fiscal stringencies, comprehensive educational planning has moved rather swiftly from "highly desirable" status to "critically essential." I am greatly pleased that this challenge has been met with imagination, resourcefulness and vigor, and that this resulting design for the planning function is demonstrably effective.

I commend this publication to you in the hope and expectation that you will find it informative and useful.

Cyril B. Busbee
State Superintendent of Education

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INTRODUCTION

In 1967 the South Carolina State Department of Education initiated efforts to develop a comprehensive educational planning capability. The direction and thrust of the Department's endeavor were mandated by the "Statement of Educational Philosophy" adopted by the State Board of Education on April 7, 1967. Contained within this philosophy are the following statements:

> ...The Board looks to the Superintendent as its primary educational leader for evaluating public education, developing plans for its improvement for Board consideration, providing aid to local school districts to assist in educational improvements, and developing short-and long-range plans for educational advancement in the State....
>
> To carry out the statutory mandate, the Board believes that there should be an annual evaluation of educational quality in each school district in the State. The fundamental purpose of such an evaluation is to determine educational shortcomings as the first step in developing improvements. The Board believes the major resources of the State Department of Education should be concerned with this evaluation process, and with the resulting aid to local school districts who most need improvements in achieving it. The basic yearly objectives and work plans for the Department should be structured upon the findings secured from the evaluation process.
>
> ...The Board believes that the continuous upgrading of educatio

requires careful planning, prudent use of the State's financial resources, and continuous leadership.... The Board, therefore, believes that there should be a five-year plan for educational improvement developed by the Superintendent and approved by the Board after open hearings on it. This five-year plan should be updated each year..., and it should constitute the Board's primary means of communicating its programs and financial costs to the public and the Legislature.

Operating within the State master plan for long-range improvement, the Board believes each local school district should have at least a one-year plan for educational improvement. Such a plan should be a requisite for State aid and Federal project money, and should be developed after a careful evaluation of primary local needs for improvement.

As a fundamental part of the local plan for improvement, each local school board should assess its own achievements and shortcomings each year, and from this assessment develop a Board plan for improvement. Local school boards should be aided in this effort by Department of Education assistance when needed, and also by a Departmental development of a set of criteria of local school board effectiveness.

Planning for education in South Carolina existed long before the State Department of Education was organized in such a manner as to provide leadership in data based planning. Planning and evaluating has existed unstructurally in the Department for many years; therefore, the first problem in developing a data based educational planning capability was to devise a point of entry into the present planning and evaluating cycle that recognized

and was compatible with the existing, functioning system. The approach taken to solve this problem is explained briefly in the following paragraphs.

In response to the policy statements included in the Board's Philosophy, in 1968 the State Department of Education began a comprehensive study to identify the educational needs in South Carolina through its involvement in the ESEA Title III Program. The Department of Education and the Committee on Educational Research, School of Education, University of South Carolina, developed two related models for the evaluation of public education in the State - an assessment model and a dynamic model. The assessment model and a dynamic model. The assessment model relates instructional program areas to population, program and student characteristics using the Education Evaluation Matrix (See Appendix A). In several instructional areas, criterion measures are compared with status measures to identify discrepancies. On the basis of these subsequent discrepancies, educational needs are established. The dynamic model is a framework to assess and direct educational change (See Appendix B). After the Department's review of the assessment study results, the dynamic model was employed to give priority rankings to identified needs.

The findings of the needs assessment and other facts about the State were utilized by key staff members in the Department to develop a proposed set of long-range educational objectives for South Carolina. These objectives were presented to the State Board of Education for consideration and on May 8, 1970, the State Board adopted "South Carolina's Educational Objectives for 1975" as follows:

1. To reduce the number of dropouts by at least 50% by 1975,
2. To reduce the number of students repeating the first grade from the present 15% to a maximum of 5% by 1975,

3. To establish a Statewide program of public kindergartens available to all five-year-old children by 1975,
4. To measurably improve the basic verbal and quantitative skills of the inschool students by 1975,
5. To provide an adequate occupational training program for 100% of the secondary school students who choose it by 1975,
6. To increase the number of high school graduates entering post high school training to at least 50% by 1975,
7. To develop an adequate educational program for youth with physical, mental or emotional handicapping conditions by 1975,
8. To increase the total adult enrollment in basic and high school programs from the present 40,000 to at least 80,000 by 1975,
9. To promote programs to provide adequate and qualified professional and para-professional personnel to staff the State's educational system,
10. To develop and maintain a system of continuous evaluation and upgrading of education,
11. To insure the implementation of at least a defined minimum educational program in each local school district by 1975.

In its "Statement of Educational Philosophy", the Board said that there should be a five-year plan to improve the State's system of public education. This five-year plan should be updated annually and also serve as a means of communicating the Board's programs and finances to the public and to the Legislature. Consequently the State Department of Education developed a functional planning model for operationalizing all objectives approved by the State Board of Education.

Facilitating Department planning and developing an overall structure for implementing and coordinating planning activities were functions that required the establishment of planning machinery. To perform these functions on a full-time scale, an Office of Planning was established within the Division of Administration and Planning.

The major function of the Planning Office is to facilitate the production and adoption of program documents for the major objectives adopted by the State Board of Education. The Office also serves as a liaison with the Executive Planning Committee, the Task Force Planning Committees and other operating offices. Its main purpose, however, is coordination - to minimize excess effort, to coordinate activities and to expedite the production of the program documents.

The "management by objectives" concept serves as the basis for developing the operationalizing process of major objectives. The physical results of the planning process are program documents that include strategies for meeting objectives. The Department's responsibility for public education as identified in State and Federal legislation and in State Board policy sets the parameters for building these strategies. The Department plans its own strategies for upgrading the system of public education in South Carolina.

CHANNELS FOR DECISION MAKING

The first priority of the Department of Education was to establish channels for decision making in the planning process. The importance and complexity of the tasks to be performed by the planning committees and the imposed time constraints mandate a planning and decision-making process that is reasonable, functional and expeditious. The planning channels as presented in Table I are designed to meet these criteria.

1. State Board of Education

The State Board of Education is enjoined by State statute to carry out certain responsibilities and be responsible for specific duties in the State's program of public education (Act 309, 1962 Code). Some of the more important and substantive responsibilities with which the Board is empowered include the following:

> Adopt policies, enact regulations, and establish general rules for carrying out the duties placed upon it or upon the South Carolina State Department of Education by the General Assembly; Consider and adopt an annual budget prepared and submitted by the State Superintendent of Education and his staff for the State Department of Education and the free public schools of the State and to establish the necessary procedures for budgetary control; Review periodically the educational needs of the State, evaluate the outcomes being achieved in the educational program, and promote plans for meeting these needs.

Final approval of major objectives and planning documents rests with the State Board of Education.

TABLE I

PLANNING CHANNELS

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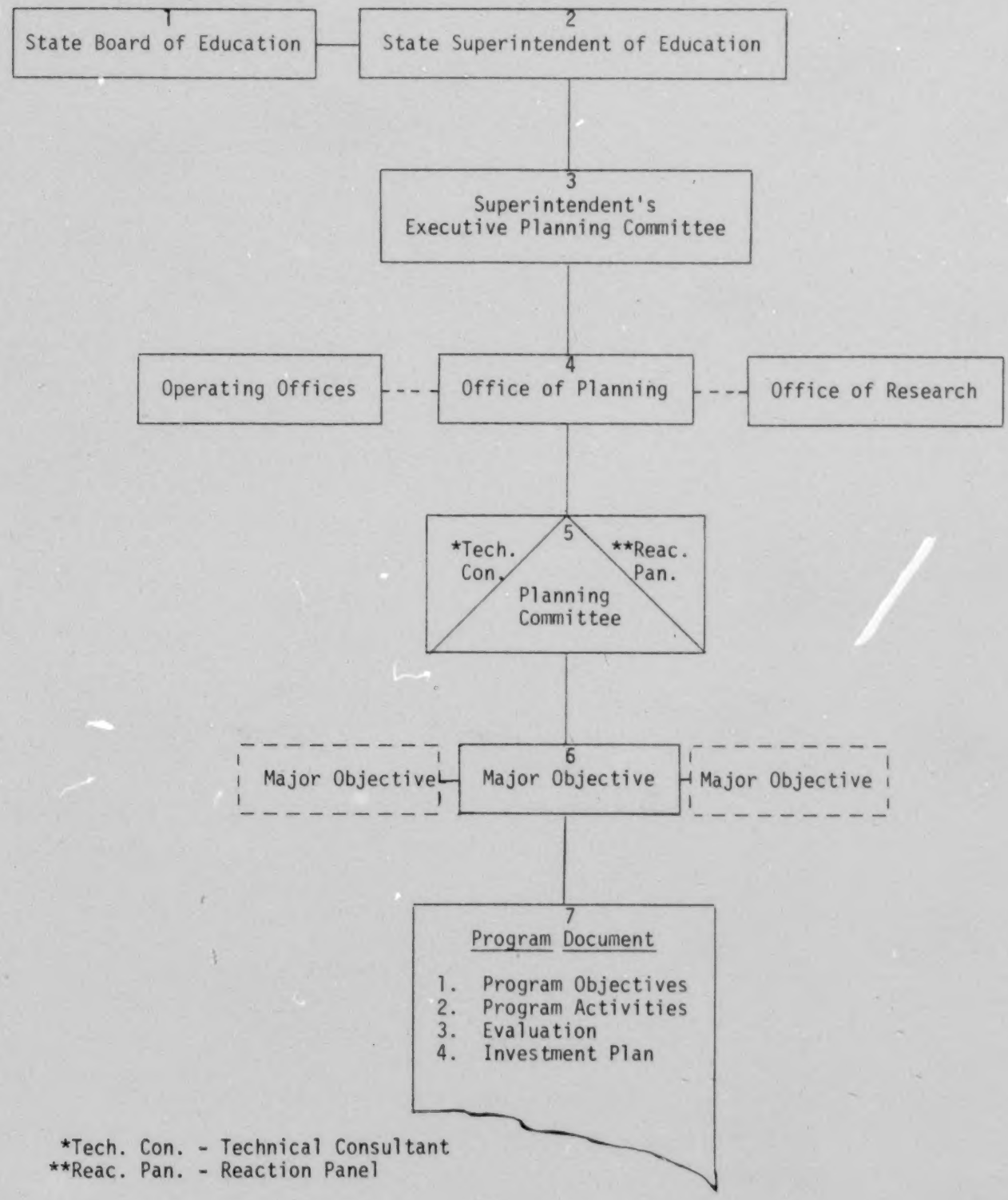

*Tech. Con. - Technical Consultant
**Reac. Pan. - Reaction Panel

2. State Superintendent of Education

The responsibilities of the State Superintendent of Education for the management of the State system of education are mandated by State statute (Sec. 21-23, 1962 Code). Among these responsibilities are:

a. To serve as secretary and administrative officer to the State Board of Education;

b. To have general supervision over and management of all public school funds provided by the State and Federal governments;

c. To organize, staff and administer a State Department of Education which shall include such divisions and departments as are necessary to render the maximum service to public education in the State;

d. To administer through the State Department of Education all policies and procedures adopted by the State Board of Education;

e. To assume such other responsibilities and perform such other duties as may be prescribed by law or as may be assigned by the State Board of Education.

In the comprehensive planning process, the State Superintendent sets priorities, approves and recommends major objectives to the State Board, appoints planning committee members, approves program objectives, and approves and recommends program documents to the State Board.

3. Superintendent's Executive Planning Committee

The Executive Planning Committee is composed of the Deputy Superintendent, Division of Administration and Planning; the Deputy Superintendent, Division of Finance; and the Deputy Superintendent, Division of Instruction.

This Committee continually reviews the progress of all planning committees as well as the performance of the planning process. Planning committees and the Planning Office are directly responsible to this Committee when functioning as a part of the Department's long-range planning effort.

The Committee meets when necessary to consider recommendations and advise the State Superintendent of Education on planning decisions.

4. Office of Planning

The responsibilities of the Office of Planning in long-range planning include coordinating planning and evaluation among the various planning committees, offices and divisions of the Department; facilitating decision making; monitoring activities of planning committees; and preparing planning procedures and detailed work schedules with deadline dates.

In further carrying out its coordinating function, the Office of Planning fulfills the following duties:

a. The conducting of orientation meetings for committee chairmen, committee members and reaction panels;

b. The attending of all committee meetings by a Planning Office staff member;

c. The submitting of a bi-weekly report of each planning committee's progress to the Executive Planning Committee (See Appendix C);

d. The holding of periodic conferences by the Director of the Office of Planning with planning committee chairmen;

e. The serving as a clearing house for all input and output related to the planning committees.

5. Planning Committee

Actual production of program documents is carried out by special planning committees. These committees are made up of State Department specialists

appointed by the State Superintendent of Education. The committee chairmen are State Department directors or section chiefs.

The State Superintendent assigns to each committee one staff member with expertise in data treatment and in constructing program objectives to act as a technical consultant. In addition, a reaction panel composed of educators from outside the State Department of Education who have administrative, supervisory, consultant or teaching responsibilities in the program area assembles twice during the planning cycle to provide input for each committee.

The committees have the responsibility to develop program documents within a given time framework and function until detailed plans for implementing the program documents are complete.

6. Major Objectives

Major objectives are the long-range educational objectives that have been approved by the State Board of Education.

7. Program Documents

The five-year plan for each major objective details strategies for meeting the specified goal and includes: (1) clearly stated program objectives; (2) procedures for meeting the program objectives; (3) an investment plan; and (4) an evaluation design.

a. Program Objectives. Program objectives state in measurable terms what is to be accomplished in meeting the major objective and are based on the assumption that some change in existing conditions is necessary. Included are five elements:

1. The population whose behavior or characteristics are to be changed,
2. The behavior or characteristic that is to be changed,

3. The program variable to which the behavior or characteristic is related,

4. An estimate of the amount of change that is to occur,

5. The time period within which the change will occur.

Sub-objectives are used if the population can be more specifically identified.

b. Program Activities. In order to meet the program objectives and sub-objectives, activities are designed for the State Department of Education such as curriculum development, teacher certification and education, in-service workshops, information dissemination, changes in administrative procedures and support for new programs. Primary activities are directly related to meeting and achieving the changes sought in the program objectives. Secondary activities may also be included to support primary activities, although they may not by themselves directly influence meeting the objective. Concurrent with the activities, there is a discussion of relevant research since similiar programs presently in use elsewhere may already demonstrate the success of a proposed activity. Each activity is also accompanied by an estimate of its cost.

c. Investment Plan. For each five-year plan, an investment plan based on cost estimates is prepared to identify the amount and sources of funds necessary for each activity component. In locating potential sources of funds, care is taken to effectively utilize funds already available - both State and Federal.

d. Evaluation Design. Essential to the concept of management by objectives is appraisal of the results of the expenditures of efforts and money. A strategy for measuring the amount of change that occurs is included for each program objective. The evaluation data will indicate the extent to which objectives have been met and will also provide a more

rational basis for future planning to meet critical needs.

The evaluation effort will generate data relevant to both the product (extent to which the objective is met) and process (how the objective was met).

FLOW CHART FOR DEVELOPING PROGRAM DOCUMENTS

The success of long-range planning depends upon a strategy that provides an orderly work flow, expeditious decisions, clearly defined responsibilities and reasonable time constraints. The flow chart (See Table II) developed for this purpose identifies the major task to be performed and the office or committee responsible for its completion. The following explanations delineate the procedure for setting goals and developing program documents.

1. Identify critical needs. The Office of Research is responsible for implementing the evaluation model for systematically assessing the State System of Education.

   The evaluation model includes detailed plans for: (a) generating and treating new data; (b) treating existing data; and (c) soliciting and utilizing the expert opinion of the State Department staff. The Office of Research collects and treats appropriate data and identifies critical needs.

2. Assemble critical needs. The Office of Planning prepares a list of critical needs for transmittal to the Executive Planning Committee and establishes identification procedures for critical needs that are to be inserted into the long-range planning process.

3,4,5. Develop and approve major objectives. The Executive Planning Committee selects the problem areas worthy of consideration. Tentative goals are set, listed in order of priority and submitted to the State Superintendent for his consideration. The decision of the State Superintendent is then presented to the State Board of Education for review and final

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FLOW CHART FOR DEVELOPING PROGRAM DOCUMENT

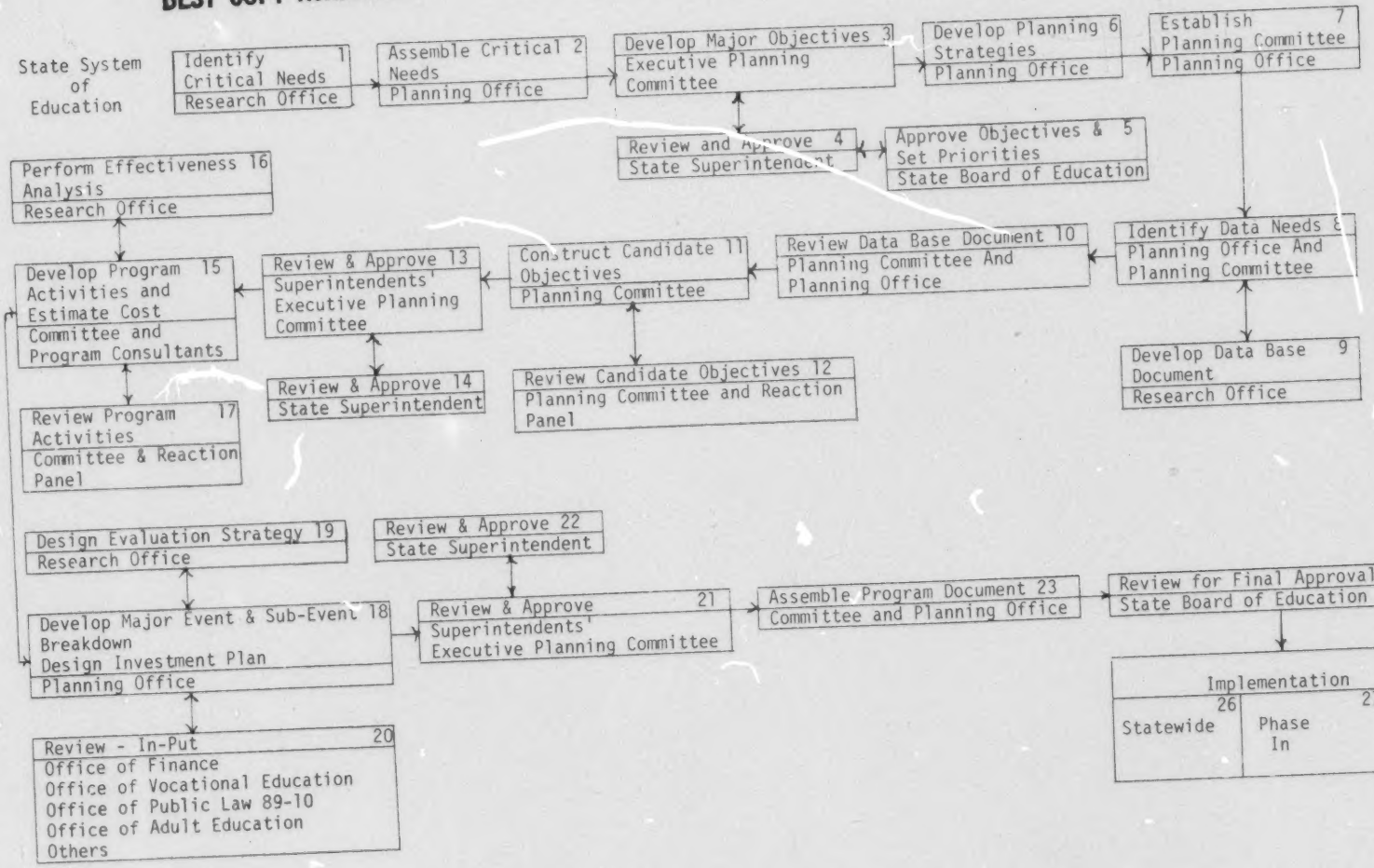
State System of Education
1 Identify Critical Needs — Research Office
2 Assemble Critical Needs — Planning Office
3 Develop Major Objectives — Executive Planning Committee
4 Review and Approve — State Superintendent
5 Approve Objectives & Set Priorities — State Board of Education
6 Develop Planning Strategies — Planning Office
7 Establish Planning Committee — Planning Office
8 Identify Data Needs — Planning Office And Planning Committee
9 Develop Data Base Document — Research Office
10 Review Data Base Document — Planning Committee And Planning Office
11 Construct Candidate Objectives — Planning Committee
12 Review Candidate Objectives — Planning Committee and Reaction Panel
13 Review & Approve — Superintendents' Executive Planning Committee
14 Review & Approve — State Superintendent
15 Develop Program Activities and Estimate Cost — Committee and Program Consultants
16 Perform Effectiveness Analysis — Research Office
17 Review Program Activities — Committee & Reaction Panel
18 Develop Major Event & Sub-Event Breakdown Design Investment Plan — Planning Office
19 Design Evaluation Strategy — Research Office
20 Review - In-Put — Office of Finance; Office of Vocational Education; Office of Public Law 89-10; Office of Adult Education; Others
21 Review & Approve — Superintendents' Executive Planning Committee
22 Review & Approve — State Superintendent
23 Assemble Program Document — Committee and Planning Office
24 Review for Final Approval — State Board of Education
25 Implementation
26 Statewide
27 Phase In
28 Field Testing Model

TABLE II

approval. Following State Board approval the goals are inserted into the Department's comprehensive planning process.

6. Develop planning strategies. With major goals set, the Office of Planning proceeds with the development of planning strategies. A sequence of events that should occur in the process of operationalizing the goal is developed. This includes predetermined deadline dates for critical events (See Appendix D).

7. Establish planning committees. The Office of Planning recommends planning committee chairmen to the Executive Planning Committee. After consulting with the appointed committee chairmen, the Office then recommends committee members, technical consultants and reaction panel members to the Executive Planning Committee. Final approval rests with the State Superintendent who makes all appointments.

8,9. Identify data needs and develop data base document. An essential dimension of the "management by objectives" process is the availability of adequate, reliable data.

The Office of Planning and the planning committees identify: (a) sub-populations or target groups; (b) items related to each sub-population for which data is collected; and (c) descriptors which identify promising practices. The Office of Research is responsible for the data base document employed in developing the program document. The data base document identifies appropriate sub-populations and describes their status in terms of numbers, programs and client performance. The document also includes a description of

promising practices related to the needs of the identified sub-populations such as research findings, model programs and innovative ideas that have been field tested.

10. Review Data Base Document. Prior to convening, the planning committees, committee chairmen and the committees' technical consultants review the data base document to identify voids and unnecessary data that should be deleted. The chairmen may request additional information through the Office of Planning according to procedures developed for that purpose (See Appendix E). A permanent file of any information used is maintained in the Office of Planning.

11,12. Construct Candidate Objectives. Using data from the data base document, each committee constructs generalized sub-objectives to direct the State Department of Education in meeting its major objective. Committee chairmen at this time may request the services of special program consultants outside the Department if it is felt that additional expertise is necessary. A form for requesting program consultants is provided for chairmen by the Office of Planning (See Appendix F).

With the aid of the technical consultant, the committee then refines the generalized sub-objective into specific program objectives referred to as "candidate objectives" until they are approved. Criteria are used for stating these "candidate objectives" in measurable performance terms (See Appendix G). The Office of Planning provides

the committee with examples of acceptable "candidate objectives" (See Appendix H). The reaction panel reviews the "candidate objectives" developed by the committee. After incorporating as much of this input as it feels is warranted, the committee submits the "candidate objectives" through the Office of Planning to the Executive Planning Committee for review and approval. The "candidate objectives" are then judged on the basis of the criteria developed specifically for this purpose (See Appendix G).

13,14. Review and approve candidate objectives. The Executive Planning Committee reviews the "candidate objectives" by applying the criteria for evaluation (See Appendix G). At this point the "candidate objectives" may be recycled depending on the extent to which they meet the stated criteria. After receiving the Executive Planning Committee's approval, the "candidate objectives" are submitted to the State Superintendent of Education for review and tentative approval with final approval contingent upon the development of acceptable program activities.

15,16,17. Develop program activities. Following tentative approval of the program objectives by the State Superintendent, program activities are developed by the committees. The first action of the committee is to identify and develop complete outline of the program activities. This preliminary report is presented to the Executive Planning Committee for review and input. Following this review, the committees proceed to develop program activities with the chairmen again requesting the assistance of program consultants if necessary. Concurrently, the Office

of Research conducts literature searches to determine the potential effectiveness of all proposed activities. A request form for this service is provided (See Appendix I). The reaction panel then assembles again to provide input relevant to the proposed program activities.

18,19,20. Evaluation strategy, investment plan and major event and sub-event breakdown. Once the committees have written their activities, the Office of Research designs the evaluation strategy based on the committees' program objectives. The Office of Planning in cooperation with the committee chairmen develops the major event and sub-event breakdown. This detailed work schedule includes for each activity a sequence of tasks to be performed, starting and completion dates for each task, task assignments including office or section and name of individual(s), other major assignments, and the name of the person who will make the final decision (See Appendix J). Also the planning committees working with the committee chairmen and directors of other offices within the State Department develop the investment plan (See Appendix K).

21,22. Review and approve program documents. After the components of the five-year plan are developed, the entire document is submitted to the Executive Planning Committee for tentative review and approval. At this point program activities may be recycled for either minor changes or major revisions by the planning committee.

Following approval by the Executive Planning Committee, the five-year plan is submitted to the State Superintendent of Education for review and approval.

23. Assemble program documents. When the documents have received the support of the State Department, preparation for distribution to the State Board of Education begins. A format for writing and organizing the program documents is provided for the committee chairmen (See Appendix L).

24. Review for final approval. At a regularly scheduled meeting, the State Board considers program documents for final action. The committee chairmen supported by the Executive Planning Committee and the Office of Planning present the program document to the State Board.

25,26,27,28. Implementation. Following the Board's final approval, implemention of the activities begins. Strategies for implementation may include either Statewide activities, phase-in processes, or field testing and model programs.

The Office of Planning monitors the starting and completion dates of all activities conducted by Department personnel in their implementation of the five-year plans. The Office of Planning bi-weekly submits a Starting and Completion Date Status Report to the Deputy Superintendents. This report documents the status of the starting and completion dates of all activities related to the five-year plans. (See Appendix M).

EDUCATION EVALUATION MATRIX

Assessment Model (Status Evaluation)

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Instructional Program Areas	Population			Program			Student			Educational Implications	Priority Value
	Criterion Measure	Population Measure	Discrepancy, Qualifications	Criterion Measure	Program Measure	Discrepancy, Qualifications	Criterion Measure	Student Measure	Discrepancy, Qualifications		
I. General Education A. Elementary Education 1. Language Arts 2. Physical Education 3. Etc.											
B. Secondary Education 1. English 2. Science 3. Etc.											
C. Special Services 1. Guidance Services 2. Etc.											
D. Etc.											
II. Vocational Education A. Agriculture Education 1. Etc.											
B. Trade and Industries 1. Etc.											
C. Etc.											
III. Teacher Education and Certification A. Etc.											
IV. Etc.											
Other Programs											
Proposed Programs											

APPENDIX A

EDUCATIONAL EVALUATION DYNAMIC MODEL

(Change Over Time Evaluation)

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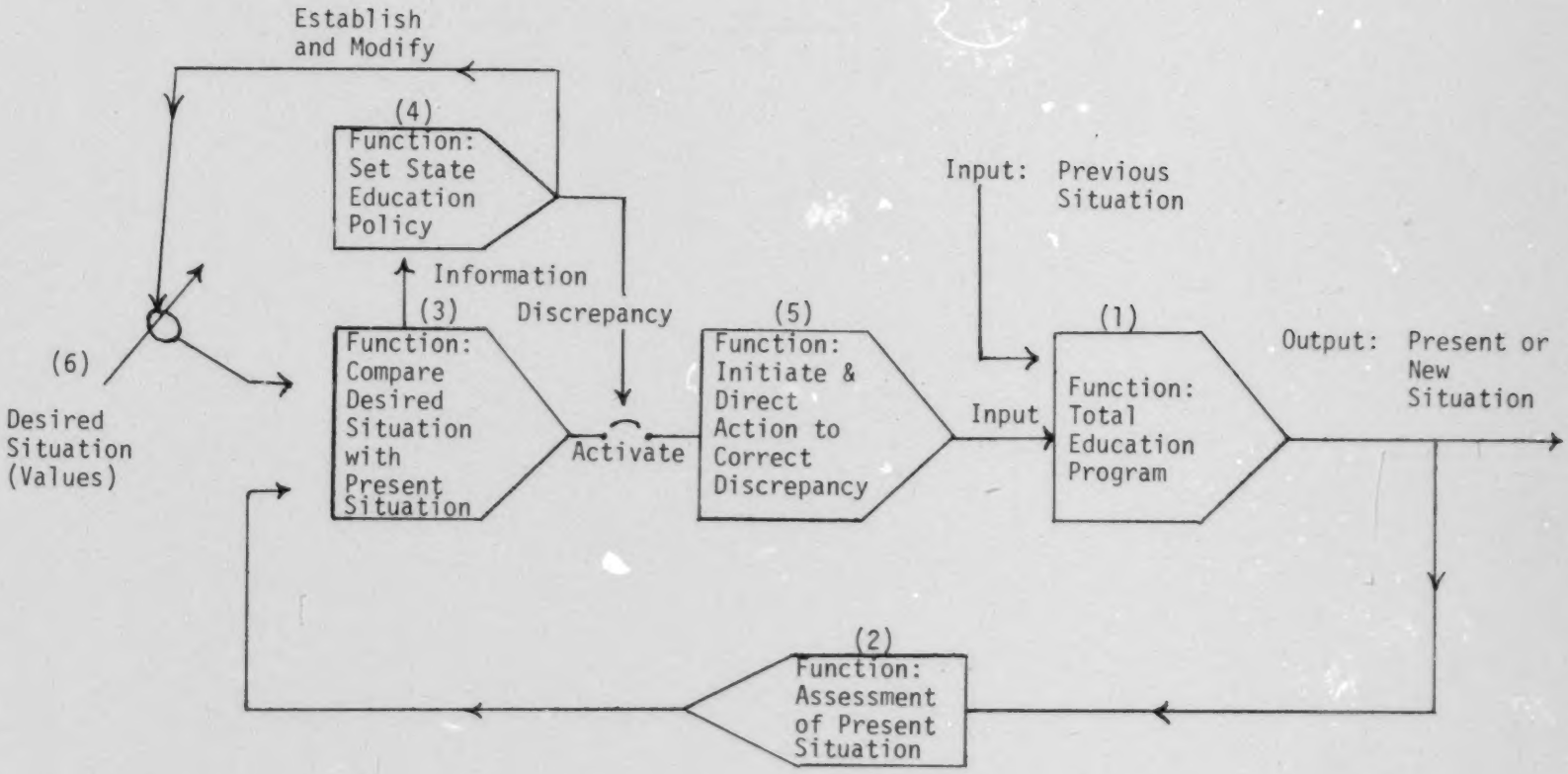

PLANNING COMMITTEES PROGRESS REPORT

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PLANNING COMMITTEE	DATE ACTIVITY SCHEDULE																													
		Sept. 1971					Oct. 1971					Nov. 1971					Dec. 1971					Jan. 1972					Feb. 1972			
		6	13	20	27		4	11	18	25		1	8	15	22	29	6	13	20	27		3	10	17	24	31	7	14	21	28
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1 - Committee Meeting Scheduled
2 - Meeting with Reaction Panel Scheduled
3 - Information Requested
3*- Request no longer pending
4 - Objectives Due
5 - Part I of Program Document Due
5*- Resubmitted
6 - Program Document Due

① - Held
② - Held
③ - Date Some Information Provided
④ - Date Objectives Submitted
⑤ - Date Part I Submitted to Office of Planning
⑥ - Date Program Document Submitted to Office of Planning

APPENDIX C

TASKS TO BE PERFORMED BY PLANNING COMMITTEES AND ASSISTING PERSONNEL

(Refer to SEQUENCE OF EVENTS for Dates)

PLANNING COMMITTEES

1. Construct Generalized Sub-Objectives
2. Construct Candidate Objectives with Assistance from Technical Consultant
3. Review Candidate Objectives with Reaction Panel
4. Submit Candidate Objectives to Executive Committee for Review and Approval
5. Develop Narrative Description of Program Activities
6. Estimate Cost of Program Components
7. Review Program Activities with Reaction Panel
8. Assemble Planning Document with Assistance from the Office of Planning
9. Submit Planning Document to Executive Committee for Approval

COMMITTEE CHAIRMEN

1. Direct All Committee Activities

With the assistance of the Office of Planning and the Technical Consultants:

2. Identify Data Needs
3. Review Data Base Document
4. Identify Appropriate Sub-populations
5. Identify Voids in Data Base
6. Identify Data to be Deleted from Data Base Document

In addition:

7. Request Additional Information
8. Request Program Consultants
9. Develop Schedule of Committee Activities
10. Notify the Office of Planning of All Scheduled Meetings
11. Assist the Office of Planning to Develop Major Event and Sub-event Breakdown

TECHNICAL CONSULTANTS

Assist the Committee Chairmen with the following tasks:

1. Review Data Base Document
2. Identify Appropriate Sub-Populations
3. Identify Voids in Data Base
4. Identify Data to be Deleted from Data Base Document

Assist the Committees to:

5. Construct Candidate Objectives

PROGRAM CONSULTANTS

If needed, assist the Committees to:

1. Construct Generalized Sub-Objectives
2. Develop Program Activities

REACTION PANEL

With the Committee:

1. Review Candidate Objectives
2. Review Program Activities

OFFICE OF PLANNING

1. Develop Planning Model
2. Coordinate All Activities
3. Process Requests for Additional Data
4. Process Requests for Program Consultants
5. Attend All Committee Meetings
6. Develop Major Event and Sub-Event Breakdown with the Assistance of the Committee Chairman
7. Develop Investment Plan
8. Assist the Committee to Assemble the Planning Document

OFFICE OF RESEARCH

1. Provide Data Base Document and Answer Requests for Additional Information
2. Provide Technical Assistance to Committees
3. Gather Research Related to Program Effectiveness
4. Develop Evaluation Design

SEQUENCE OF EVENTS FOR DEVELOPING PROGRAM DOCUMENT

Start and Completion Dates	Event and Assignment
	1. Identify Critical Needs - Office of Research
	2. Assemble Critical Needs - Office of Planning
	3. Develop Major Objective - Executive Planning Committee
	4. Review and Approve Major Objective - State Superintendent of Education
	5. Approve Objective and Set Priorities - State Board of Education
	6. Develop Planning Strategies - Office of Planning
	7. Appoint Planning Committees - State Superintendent of Education
	8. Identify Data Needs - Office of Planning and Planning Committees
	9. Develop Data Base Document - Office of Research
	10. Review Data Base Document - Committee Chairman and Technical Consultant
	11. Identify Appropriate Sub-populations - Committee Chairman and Technical Consultant
	12. Identify Voids in Data Base - Committee Chairman and Technical Consultant
	13. Identify Data to be Deleted from Data Base Document - Committee Chairman and Technical Consultant
	14. Request Additional Information - Committee Chairman
	15. Construct Generalized Sub-objectives - Committee and Program Consultants (If Needed)
	16. Construct Candidate Objectives - Committee and Technical Consultant
	17. Present Candidate Objectives to Reaction Panel for Input - Committee
	18. Submit Candidate Objectives to Executive Planning Committee- Committee
	19. Review and Approve Candidate Objectives - Executive Planning Committee and State Superintendent of Education
	20. Develop Narrative Description of Program Activities - Committee and Program Consultants (If Needed)
	21. Gather Research Related to Program Effectiveness - Office of Research
	22. Establish Estimated Cost of Program Components - Committee
	23. Present Program Activities to Reaction Panel for Input - Committee
	24. Develop Major Event and Sub-Event Breakdown - Committee Chairman and Office of Planning
	25. Develop Investment Plan - Office of Planning
	26. Develop Evaluation Design - Office of Research
	27. Construct Critical Path Network - Office of Research
	27. Construct Critical Path Network - Office of Planning
	28. Submit Program Document to Executive Planning Committee - Committee
	29. Review and Approve Program Document - Executive Planning Committee
	30. Submit to State Superintendent for Review and Approval - Executive Planning Committee
	31. Review and Approve Program Document - State Superintendent of Education
	32. Prepare Program Documents for Mailing to State Board - Office of Planning
	33. Submit to State Board for Review and Approval - State Superintendent of Education

PROCEDURE FOR ANSWERING INFORMATION REQUESTS FROM PLANNING COMMITTEES

In order to expedite requests for additional information and to minimize duplication of effort, all requests should be made by the committee chairmen and directed to the Office of Planning. Each request will be reviewed by the Office of Planning before it is submitted to the Office of Research.

Requests may be for specific statistical data or for relevant research material. Committees should realize that in some cases the information provided will be incomplete and in other cases no information at all will be available.

It is anticipated that most information will be needed after the committees have reviewed their data base document and begin to construct candidate objectives. Committees are asked to submit their requests before the established deadline date.

Requests may be made at any other time, but the committees are urged to allow as much time as possible for processing. Any questions regarding the status of requests should be directed to the Office of Planning.

REQUEST FOR PROGRAM CONSULTANTS

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_____ _____
Planning Committee Date of Request

Name of Consultant_____

Position of Consultant_____

Training and Experience_____

_____

_____

Number of Consultant Days_____

Estimated Cost

1. Consultant Fee _____
2. Travel _____
3. Living Expenses _____

TOTAL _____

How will consultant be used?

_____
Signature of Chairman

Date received in Planning Office _____
Date Committee Chairman notified of action _____

_____
Planning Office

CRITERIA FOR EVALUATING CANDIDATE OBJECTIVES

Each candidate objective will be submitted to the Superintendent's Executive Planning Committee for review and approval. The deadline for completing candidate objectives is December 11, 1970. The criteria which will be applied to these objectives are as follows:

A. Statement of Candidate Objective (In writing objectives, the five elements below should be considered).

1. Extent to which the candidate objective identifies the population whose behavior or characteristics are to be changed (Who - student, teacher, other).

2. Extent to which the candidate objective specifies the program variable to which the behavior or characteristic will be related (What - organization, content, method, facilities).

3. Extent to which the candidate objective specifies or describes the type of behavior or characteristic (What - psychomotor, affective, cognitive).

4. Extent to which the candidate objective contains an estimate of the amount of change that is to occur.

5. Extent to which the candidate objective specifies the time period within which the change will occur.

B. Appropriateness of Candidate Objective

1. Extent to which the candidate objective relates to the major objective

2. Extent to which the candidate objective is important in meeting the major objective.

3. Extent to which the candidate objective is desirable in meeting the major objective.

4. Extent to which the candidate objective is feasible.

5. Extent to which the candidate objective is based on supportive data.

6. Extent to which the combined candidate objectives adequately meet the major objective.

EXAMPLES OF PROGRAM OBJECTIVES

EXAMPLE NO. 1

Five-Year Objective - To increase the number of EMR pupils enrolled in appropriate educational programs from fifteen thousand (15,000) to twenty-seven thousand (27,000) by 1975.

Candidate Objective No. 1: To increase the number of EMR pupils enrolled in appropriate educational programs from 15,000 to 18,000 by 1972.

Candidate Objective No. 2: To increase the number of EMR pupils enrolled in appropriate educational programs from 18,000 to 24,000 by 1973.

Candidate Objective No. 3: To increase the number of EMR pupils enrolled in appropriate educational programs from 24,000 to 26,000 by 1974.

Candidate Objective No. 4: To increase the number of EMR pupils enrolled in appropriate educational programs from 26,000 to 27,000 by 1975.

EXAMPLE NO. 2

Candidate Objective No. 1: At the completion of the 1972-73 school year, the percent of 6th grade pupils achieving more than one year below expected grade placement in arithmetic will be decreased from 44% to 39%.

Candidate Objective No. 2: At the completion of the 1974-75 school year, the percent of 6th grade pupils achieving more than one year below expected grade placement in arithmetic will be decreased from 39% to 29%.

EXAMPLE NO. 3

Candidate Objective No. 1: At the completion of the 1972-73 school year, the percent of Negro students repeating the first grade will be decreased from 14% to 3%.

Candidate Objective No. 2: At the completion of the 1972-73 school year, the percent of white students repeating the first grade will be reduced from 7% to 2%.

SPECIAL PLANNING COMMITTEE REQUEST FOR EFFECTIVENESS ANALYSIS

REQUEST FOR INFORMATION SERVICES

RESEARCH INFORMATION UNIT

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Date of Request _____

NAME OF REQUESTER _____ Position _____

OFFICE _____ Phone _____

Approval for Submission of Request _____
(Signature of Director)

DESCRIPTION OF INFORMATION REQUESTED:

_____

_____

_____

_____

Purpose for which information is requested _____

_____

_____

Date information is needed _____

_____

DO NOT WRITE IN THIS SPACE, FOR RIU USE ONLY

( ) 1. Provide information immediately
( ) 2. General work flow (Minimum turn-around)
( ) 3. Long term request (In-depth search)
( ) 4. No pressing need, provide information as time allows

Type of Search

( ) Manual ( ) Computer

Information Provided By: _____ DATE _____

We hope the information provided will adequately answer your request. If we can be of further service to you, do not hesitate to call. RIU, Office of Research, State Department of Education. 758-2488

( ) Sorry! The information you requested cannot be provided by our Unit. (Explanation attached)

SDE 33-002P TD 1/29/71

MAJOR EVENT AND SUB-EVENT BREAKDOWN

MAJOR EVENT:

Five Year Plan and Code _____

Assigned to the Office of _____

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1	2	3 Task Assignments		6
		4	5	
Start And Completion Dates	Sub-Event Breakdown	Person Responsible For This Product	Other Major Assignments (s) For Person Listed in (4) During This Period	Product To Be Submitted To

APPENDIX J

FIVE YEAR INVESTMENT PLAN
ESTIMATED COST AND SOURCE OF FUNDS

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OBJECTIVES AND SUB-OBJECTIVES	ACTIVITY	ESTIMATED COST	SOURCE OF FUNDS				
			State Funds		Other Funds		
			Current	New			

FORMAT FOR WRITING PROGRAM DOCUMENT

The Program Document for each objective will detail strategies for meeting the conditions specified in the objective and will include: (1) clearly stated program objectives; (2) procedures for meeting the program objectives; (3) an investment plan; and (4) an evaluation strategy. The strategies shall be projected for a five-year period.

The Program Document will also contain an introductory statement and five parts consisting of the sub-objective statements and program activities, the evaluation design, the investment plan, a critical path chart, and a major event and sub-event breakdown.

The outline below should be followed in writing the Program Document to insure some uniformity in format for all Program Documents.

OUTLINE

AN INTRODUCTORY STATEMENT (Planning Committee and Office of Planning)

The Program Document should include an introductory statement which:

A. Establishes a rationale for the contents of the Program Document,

B. Relates to the overall need in the area under study,

C. Includes the State Board's major objective.

FIRST YEAR

PART I - SUB-OBJECTIVE AND PROGRAM ACTIVITIES

For each sub-objective provide the following information:

A. Statement of sub-objective (Planning Committee)

B. A narrative description of program activities (Planning Committee)

C. Research related to program effectiveness (Planning Committee and Office of Research)

D. Estimated cost of program components (Planning Committee and Office of Planning).

PART II - EVALUATION DESIGN (Office of Research)

The evaluation design should include strategies for determining the appropriateness and effectiveness of the operational procedures and activities and the extent to which the sub-objectives are met:

A. Process Evaluation

B. Product Evaluation

PART III - INVESTMENT PLAN (Office of Planning)

The investment plan will include an estimate of the amount of funds necessary to support the program activities and will identify the source or sources of funds that may be available.

PART IV - MAJOR EVENT AND SUB-EVENT BREAKDOWN (Planning Committee and Office of Planning)

The major event and sub-event breakdown will detail in outline form the major events and sub-events that will occur in the implementation of the program activities. The outline should include the task to be performed, beginning and completion dates, and task assignments.

STARTING AND COMPLETION DATE STATUS REPORT

The Starting and Completion Date Status Report is a design by which the Office of Planning informs the Deputy Superintendents of the progress being made regarding the starting and completion dates of the activities related to the five-year plans.

This report is submitted bi-weekly to the Deputy Superintendents by the Office of Planning. For three different types of reports there are three individual forms:

Form A - White. This form will report the status of any activity that is to have been started or to have been completed during the specified two-week reporting period. Either a (yes) or a (no) will be checked (X) in Columns 1 and/or 6 to indicate that the activity did or did not begin and/or end as scheduled. Activities will be reported on Form A only once.

Form B - Green. This form will report the status of (1) any activity that was started or was completed one reporting period late and (2) any activity neither started nor completed that was scheduled to begin and/or end during the previous reporting period. The actual starting and/or completion dates will be inserted in Columns 2 and/or 6 in reporting the status of these activities. Activities will be reported on Form B only once.

Form C - Pink. This form will report the status of (1) any activity that was started or was completed more than one reporting period late and (2) any activity neither started nor completed that was scheduled to begin and/or end during two or more previous reporting periods. The actual starting and/or completion dates will be inserted in Columns 2 and/or 6 in reporting the status of these activities. Activities will continue to be reported on Form C until they have been started and/or completed.

STARTING AND COMPLETION DATE

STATUS REPORT

_____
(Reporting Period)

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1 STARTED AS SCHEDULED		2 SCHEDULED STARTING DATE	3 ACTIVITY	4 STAFF ASSIGNMENT (NAME)	5 SCHEDULED COMPLETION DATE	6 COMPLETED AS SCHEDULED	
YES	NO					YES	NO

FORM A

STARTING AND COMPLETION DATE

STATUS REPORT

ACTIVITIES ONE REPORTING PERIOD BEHIND SCHEDULE

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_____
(Reporting Period)

1 SCHEDULED STARTING DATE	2 ACTUAL STARTING DATE	3 ACTIVITY	4 STAFF ASSIGNMENT (NAME)	5 SCHEDULED COMPLETION DATE	6 ACTUAL COMPLETION DATE

FORM B

STARTING AND COMPLETION DATE

STATUS REPORT

ACTIVITIES TWO OR MORE REPORTING PERIODS BEHIND SCHEDULE

_____
(Reporting Period)

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1 SCHEDULED STARTING DATE	2 ACTUAL STARTING DATE	3 ACTIVITY	4 STAFF ASSIGNMENT (NAME)	5 SCHEDULED COMPLETION DATE	6 ACTUAL COMPLETION DATE

FORM C